

T.C.
GAZİ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**A STUDY ON THE CHANGES IN THE FOREIGN LANGUAGE
ANXIETY LEVELS EXPERIENCED BY THE STUDENTS OF THE
PREPARATORY SCHOOL AT GAZİ UNIVERSITY
DURING AN ACADEMIC YEAR**

MA THESIS

by
Onur AYDEMİR

Ankara
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Supervisor
Prof. Dr. Abdulvahit ÇAKIR

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JÜRİ ÜYELERİ ONAY SAYFASI

T.C. GAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Onur AYDEMİR'in "A Study on the Changes in Foreign Language Anxiety Levels Experienced by the Students of the Preparatory School at Gazi University during an Academic Year" başlıklı tezi 07/02/2011 tarihinde, jürimiz tarafından İngiliz Dili Eğitimi Anabilim dalında Yüksek Lisans Tezi olarak kabul edilmiştir.

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ÖZET

GAZİ ÜNİVERSİTESİ HAZIRLIK SINIFI ÖĞRENCİLERİNİN YABANCI DİL KAYGI DÜZEYLERİNDE ÖĞRETİM YILI SÜRECİNDE OLUŞAN DEĞİŞİKLİKLER ÜZERİNE BİR ARAŞTIRMA

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Bu çalışmanın amacı üniversite öğrencilerinin öğretim yılının başındaki ve sonundaki kaygı düzeyleri arasında anlamlı bir fark bulunup bulunmadığını saptamaktır.

Bu çalışma, 2004-2005 öğretim yılında Gazi Üniversitesi Hazırlık Sınıfında eğitim gören 913 öğrencinin yabancı dil kaygısı ortalamalarının karşılaştırılmasına dayanmaktadır. Çalışmaya ilişkin veri, 33 sorudan oluşan “Yabancı Dil Sınıfı Kaygı Ölçeği” aracılığıyla elde edilmiştir.

Araştırma sonucunda katılımcıların yabancı dil kaygı düzeylerinde belirgin bir artış gözlemlenmiştir. Yabancı dil kaygısının bileşenleri incelendiğinde, “olumsuz değerlendirilme korkusu” ve “inanç, algı ve duygularına ilişkin dil kaygısı”nda belirgin bir artış gözlemlenmiştir. Katılımcıların “sınav kaygısı”nda herhangi bir değişim meydana gelmezken “konuşma kaygısı” haricinde “iletişim kaygısı”nda azalma olmuştur.

Bu çalışma, aynı zamanda, yetersiz dil başarısı gösteren öğrencilerin öğretim yılı sonunda yabancı dil kaygı düzeylerinde artış yaşadıkları, başarılı öğrencilerin yabancı dil kaygı düzeylerinde ise herhangi bir değişim olmadığı gerçeğini göstermektedir. Bu duruma benzer olarak, erkek öğrenciler kız öğrencilere göre dil kaygılarında daha fazla bir artış yaşamışlardır.

ABSTRACT

A STUDY ON THE CHANGES IN THE FOREIGN LANGUAGE ANXIETY LEVELS EXPERIENCED BY THE STUDENTS OF THE PREPARATORY SCHOOL AT GAZİ UNIVERSITY DURING AN ACADEMIC YEAR

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The purpose of this study is to determine whether there is a meaningful difference between the foreign language anxiety levels of university students at the beginning and at the end of the academic year.

The present study has been based on comparing the mean scores of foreign language anxiety levels of 913 students at Gazi University Preparatory School in 2004-2005 academic year. The relevant data have been obtained by conducting “The Foreign Language Classroom Anxiety Scale” with 33 items.

As a result of the research, it was found that a significant increase emerged in the participants’ foreign language anxiety levels at the end of the academic year. Concerning the components of the foreign language anxiety, a significant increase has been observed in the participants’ levels of “fear of negative evaluation” and “language anxiety related to learners’ beliefs, perceptions and feelings”. No significant change occurred in the participants’ “test anxiety” levels while their “communication apprehension” level declined except for “speaking anxiety”.

The present study also indicates the fact that students with insufficient language achievement experienced an increase in their foreign language anxiety levels at the end of the academic year, whereas, successful students did not. Similar to this situation, male students experienced a higher increase in their anxiety levels than female students did.

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CHAPTER 1

INTRODUCTION

1.1. Background to the Study

English language has been continually utilized as a lingua franca to perform an essential means of international communication due to the enormous scientific, cultural, economical and political developments that have been occurring since mid twentieth century. This phenomenon has accelerated teaching English as a foreign and second language throughout the world. ELT experts have improved a great deal of new methods, approaches and techniques to respond various individual needs and demands of the language learners.

While designing these methods, approaches and techniques, one has to admit that cognitive factors are not the only factors that affect foreign language learning process. As Kılınçaslan (1998) states, language learning is a complicated process within which learners should be considered as human beings having affective aspects as well as intellectual resources. Considering the fact that foreign language learning is a process that is done by people, for people and with people; personality factors such as motivation, self-esteem, inhibition, risk-taking, extroversion/introversion, empathy and anxiety play important roles (Brown, 2000).

In general terms, anxiety can be described as “a state of apprehension, vague fear that is ... associated with an object” (Hilgard, Atkinson and Atkinson, 1971, cited in Scovel, 1991:18). In particular language anxiety is defined by MacIntyre and Gardner (1994) as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning” (p. 284). Language anxiety suggests that for many students, foreign language class can be more anxiety provoking than any other courses they take (Campbell and Ortiz, 1991).

The kind of anxiety experienced in language class is usually situational. This type is also called “state anxiety”. According to Spielberger (1983, cited in

MacIntyre and Gardner, 1991a: 90), state anxiety is the “apprehension experienced at a particular moment in time, for example, prior to taking examinations”. On the other hand, “trait anxiety” can be seen at the deepest or global level (Oxford and Ehrman, 1983) and more permanent as it is “an individual’s likelihood of becoming anxious in any situation” (Spielberger, 1983; cited in MacIntyre and Gardner, 1991a: 87).

Anxiety has connections with negative feelings such as worry, disappointment, self-doubt and uneasiness. (Scovel, 1978: 134, cited in Brown, 2000: 151). These aspects rather describe “debilitating anxiety” which interferes the learning process. (Alpert and Haber, 1960). In contrast, “facilitating anxiety” is considered to be helpful since it keeps the learner alert (Scovel, 1991). Brown (2000: 152) expresses that for an effective foreign language learning, the level of anxiety should be neither too much nor too little.

Another classification of anxiety has been made by Horwitz, Horwitz and Cope (1986). Horwitz and her colleagues suggest that foreign language anxiety has three particular aspects: (1) communication apprehension, (2) fear of negative evaluation, and (3) test anxiety. As Spolsky (1990: 114) states foreign language learning anxiety is more than the sum of these three elements, since (1) it is “largely influenced by the threat to a person’s self-concept in being forced to communicate with less proficiency in the second language than he/she has in the first” (Spolsky, 1990: 114), and (2) it is “a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process”(Horwitz, Horwitz and Cope, 1986: 128).

1.2. Statement of the Problem

Although several studies were conducted related to examining relationships between foreign language anxiety and other variables such as language achievement, age, gender, classroom settings, proficiency level; few studies were conducted in terms of comparing and contrasting foreign language anxiety levels of learners over a period of time. In the context of the Turkish research, no study was coincided to

investigate the evolution in the foreign language anxiety levels of a group/groups of EFL learners during an academic year.

Therefore, it is believed that this study will shed light to better understanding of foreign language anxiety situations by comparing and contrasting the language anxiety levels of Gazi University Preparatory School students during an academic year.

1.3. Purpose of the Study

The purpose of this descriptive study is to determine and compare the foreign language anxiety levels of English preparatory school students at Gazi University at the beginning and at the end of an academic year and to find out whether there is a significant difference between these levels.

In order to fulfill this purpose, the following questions will be attempted to be answered:

Concerning the English Preparatory School students at Gazi University:

1. Is there a meaningful difference between the learners' foreign language anxiety levels at the beginning and at the end of the academic year?

2. Is there a meaningful difference among the levels of the learners' foreign language anxiety sub-categories which are:

a) communication apprehension

b) fear of negative evaluation

c) test anxiety

d) language anxiety related to learners' beliefs, perceptions and feelings

3. Are two learner variables: language achievement and gender, related to the changes in the learners' foreign language anxiety levels?

1.4. Significance of the Study

Anxiety in language learning has been a popular subject among researchers, likewise Turkish ELT experts are not exceptions.

Since 1980s, several studies related to foreign language anxiety have been conducted in Turkey. Some of these studies have been summarized below.

Gülmez (1982) investigated the factors influencing EFL success among the preparatory class students at university. Although anxiety was not a variable in the study, the results of the study implied that anxiety might contribute to individual differences in EFL class.

In another study, Savaşan (1990) attempted to find out how students respond to three affective factors: Global and situational self-esteem, trait and state anxiety, and instrumental and integrative motivation. The survey was conducted on students in three English-medium universities in Turkey. It was found that half of the students who took part in the questionnaire experienced state anxiety when studying English.

The relationship between class participation and language anxiety was researched by Kaya (1995) and Zhanibek (2001). It was found that anxiety correlated with class participation but negatively, indicating that students who were more anxious participated less in the class.

In his study, Gülsün (1997) found a significant moderate negative relationship between freshman class university students' language anxiety and (1) their achievements in learning English as a foreign language, (2) their achievements in reading comprehension, (3) their achievements in oral English proficiency.

Aydın (1999) tried to find out the sources of foreign language anxiety in university students' learning English in two productive skills; speaking and writing. Analyses revealed three main sources of foreign language anxiety: The anxiety caused by (1) personal reasons, (2) their teachers' manner and (3) the teaching procedures in speaking and writing classes.

Sarıgül (2000) investigated trait anxiety or foreign language anxiety and their affects on learners' foreign language proficiency and achievement. The findings

supported the view that foreign language anxiety was a distinct form of anxiety, not necessarily related to trait anxiety, which was a general personality characteristic.

In another study by Dalkılıç (2001), the relationship between foreign language classroom anxiety and achievement of the university students was examined. The study also investigated the relationship between anxiety and demographic factors as well as the causes and effects of anxiety and the students' strategies to cope with these. The result of the data analysis showed that female students were significantly more anxious than males. Another finding was that there was a negative relationship between anxiety and students' achievement in three language courses: reading, writing and speaking. The analyses of the qualitative data revealed that foreign language anxiety might be the result of many different factors associated with the students, instructors, classmates, the methodology or the test types.

A study was designed by Öztürk (2003) in order to find personal reasons of language anxiety experienced by high school students. The findings revealed that low confidence in speaking foreign language and fear of negative evaluation were two major sources of language anxiety.

Saltan (2003) searched for the causes of speaking anxiety experienced by EFL students in language classrooms from the perspectives of both learners and teachers. The findings revealed that the students experience a degree of foreign language speaking anxiety, but the intensity of this anxiety was not disturbingly high. From points of view of the students and the teachers, personal reasons and teaching procedures were the most influential factors for the speaking anxiety to occur.

Kuru Gönen (2005) found out the sources of foreign language anxiety derived from personal factors, the reading text and the reading course. The findings also revealed that foreign language reading anxiety was a phenomenon related to but distinct from general foreign language anxiety.

Sertçetin (2006) carried out a research in order to observe the age and gender factors in foreign language anxiety. The research revealed that the anxiety level of young learners were significantly higher than teenagers. In the context of gender,

girls experienced more fear of negative evaluation, whereas boys' test anxiety was higher.

Öner and Gedikoğlu (2007) conducted a study to determine the effect of the foreign language anxiety on language learning. The outcomes displayed that language anxiety affected the secondary school students' language achievement.

In their research, Batumlu and Erden (2007) aimed to determine the relation between foreign language anxiety and preparatory school university students' English achievement. The levels of students' language anxiety were measured two times over a two-month period of time. At the end of the research, it was found that the students' initial foreign language anxiety did not vary according to their English levels whereas their latter language anxiety did. The results also showed that language anxiety was not correlated with gender but negatively correlated with language achievement.

Although a number of studies have been reported above, none of them, except for Batumlu and Erden (2007), involves an examination into changes in levels of foreign language anxiety experienced by EFL learners over a period of time. Therefore, the present study is significant since it is the first study which deals with the changes in the levels of foreign language anxiety experienced by EFL learners over an academic year and the relationship of these changes with other learner variables.

This study may be beneficial for EFL instructors by raising their awareness of students' foreign language anxiety. On one hand, they can attempt to make learning experience as more relaxed and easy going as possible, while on the other hand, they might better understand their students who experience a degree of foreign language anxiety. The results of this study may also be useful in further research on the related subject.

1.5. Limitations of the Study

1. This study is limited to 913 EFL learners (324 female, 589 male) in the Preparatory School at Gazi University.
2. This study is also limited to the data relevant to foreign language anxiety experienced by EFL learners in the Preparatory School at Gazi University at the beginning and at the end of the 2004-2005 academic year.

1.6. Assumptions

1. In this study it is assumed that all the subjects' responses are honest and sincere.
2. The instrument (Foreign Language Classroom Anxiety Scale - FLCAS) utilized in the data collection process is valid and reliable.
3. Another assumption is that students' final English course grades are indicators of their language achievements.

1.7. Definitions of Terms and Abbreviations

Anxiety: "The subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system" (Spielberger, 1983, cited in Horwitz, 2001: 113).

FLA: Foreign language anxiety/LA: Language anxiety: "A distinct complex of self perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et al., 1986:128).

Communication apprehension: "A type of anxiety experienced in interpersonal communicative settings" (McCroskey, 1987, cited in Ohata, 2005: 136).

Fear of negative evaluation: “Apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (Watson and Friend, 1969, cited in Horwitz et al., 1986: 128).

Test anxiety: “Apprehension over academic evaluation” (MacIntyre and Gardner, 1989: 253).

Language achievement: “A learner’s proficiency in a second language and foreign language as the result of what has been taught or learned after a period of instruction” (Richards, Platt and Platt, 1992: 197).

Gender: “General term imported from the social sciences for the sex or sexuality of human beings” (Matthews, 2007: 154).

EFL: English as a foreign language.

ELT: English language teaching.

FLCAS: Foreign language classroom anxiety scale.

CHAPTER 2

REVIEW OF LITERATURE

2.1. Definitions of Anxiety

As being one of the key factors of affective variables in language learning, anxiety has attracted the interests of numerous EFL researchers. Thus, it is essential to define the concept of anxiety although it is difficult to describe it by only one sentence.

Anxiety can be defined as “a state of apprehension, vague fear that is only indirectly associated with an object” (Hilgard, Atkinson and Atkinson, 1971, cited in Scovel, 1991:18).

In Spielberger’s (1983; cited in Horwitz, 2001: 113) words, anxiety is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”.

Sarason (1980, cited in Sarigül, 2000) lists the characteristics of anxiety as follows:

1. The situation is seen as difficult, challenging and threatening.
2. The individual sees himself as ineffective in handling the task.
3. The individual focuses on undesirable consequences of personal inadequacy.
4. Self-disapproving preoccupations are strong and interfere or compete with task-relevant cognitive activity.
5. The individual expects failure and loss of regard by others. (p. 8-9)

2.2. Types of Anxiety

Three main perspectives of anxiety can be named as trait, state and situation-specific anxieties (MacIntyre, 1999; MacIntyre and Gardner, 1991a).

Trait anxiety is a feature of an individual's personality, stable over time and associates with an inclination of becoming nervous in numerous occasions (Spielberger, 1983, cited in MacIntyre, 1999: 28). "A person with high trait anxiety is generally nervous and lacks of emotional stability whereas someone with low trait anxiety is emotionally stable, usually calm and relaxed" (Goldberg, 1993, cited in MacIntyre, 1999: 28). Brown identifies trait anxiety as the deepest level of all types of anxieties and suggests that it is "a more permanent predisposition to be anxious" (Brown, 2000: 151).

State anxiety, on the other hand, is the apprehension encountered at a specific moment or event, for example, before taking an exam (Spielberger, 1983, cited in MacIntyre and Gardner, 1991a: 90). It can be described as "the transient emotional state of feeling nervous which can fluctuate over time and vary in intensity" (MacIntyre, 1999: 28). Spielberger (1983; as cited in MacIntyre and Gardner, 1991a: 90) notes that a moderate correlation ($r=.60$) exists between state and trait anxiety and therefore suggests that they are interrelated.

Eventually, in order to offer more to the understanding of anxiety, **situation-specific anxiety** is concerned as trait anxiety measures limited to particular situations such as speaking in front of public, test anxiety, and language anxiety (MacIntyre, 1999: 28; MacIntyre and Gardner, 1991a: 90). Each situation is considered as unique; thus, while a person is likely to be nervous in one and not in the others. Therefore, situation-specific anxieties correspond to the probability of being anxious in a specific situation (MacIntyre, 1999: 28).

Another classification of anxiety is based on the concepts of facilitating or debilitating the learning process (Brown, 2000; MacIntyre and Gardner, 1991b; Scovel, 1991; Madsen, Brown and Jones, 1991).

Although the word "anxiety" includes negative associations, Brown (2000) suggests that the notion of **facilitating anxiety** can be considered a positive factor since

it helps the learner to keep alert, provides one with the sufficient tension to perform a task and leads to success as motivating competitiveness (p. 151-152). MacIntyre and Gardner (1991b: 519) regard facilitating anxiety as encouraging and beneficial to students' performance.

While, facilitating anxiety encourages the learner to deal with the new learning task; **debilitating anxiety**, on the other hand, causes the learner to escape from the new learning task as provoking him/her to accept avoidance (Scovel, 1991: 22).

Finding negative correlations between anxiety and their measures of learners' performances, a great majority of studies indicate that anxiety has a debilitating effect on learning process (Aida, 1994; Campbell and Ortiz, 1991; MacIntyre and Gardner, 1989, 1991b, Philips, 1992). According to Scarcella and Oxford (1992, cited in Öztürk, 2003: 8) anxiety is harmful for learners' performance in various aspects both directly by decreasing participation in language learning process and indirectly through developing apprehension.

Allwright and Bailey (1991, cited in Aydın, 1999: 15) assert that debilitating anxiety should be minimized and facilitating anxiety should be optimized in order to achieve a satisfactory language performance in a non-threatening learning environment.

2.3. Foreign Language Anxiety

MacIntyre and Gardner (1994: 284) defines foreign language anxiety (or language anxiety, in short) as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning". According to Horwitz et al. (1986), and MacIntyre and Gardner (1991a), foreign language anxiety is a form of a situation-specific anxiety and different from a general feeling of anxiety. It is "a distinct complex of self-perceptions, beliefs, feelings and behaviours related to classroom language learning arising from the uniqueness of the language learning process" and "probably no other field of study implicates self-concept and self-expression to the degree that language study does" (Horwitz et al., 1986: 128).

In particular, language anxiety has been considered to be a noticeable affective variable in foreign language learning, because it can obstruct the learning process (Young, 1991a). MacIntyre and Gardner (1991b) state that language anxiety experienced by learners poses potential problems because it can effect the acquisition and production of the target language. From MacIntyre and Gardner's (1989, 1991a) point of view, after several experiences in language learning, the learner may accumulate negative emotions and attitudes. This situation leads the development of a regular foreign language anxiety which causes the student to perform poorly. Furthermore, poor performance and negative emotional reactions reinforce the expectations of anxiety and failure. "Thus begins a vicious cycle, wherein the anxiety level remains high because the anxious student does not accept evidence of increasing proficiency that might reduce anxiety" (MacIntyre, Noels and Clement, 1997: 278).

Young (1991b: 427) identifies six potential sources of language anxiety as: "(1) personal and interpersonal anxieties, (2) learner beliefs about language learning, (3) instructor beliefs about language teaching, (4) instructor-learner interactions, (5) classroom procedures, and (6) language testing".

Foss and Reitzel (1988), Horwitz et al. (1986), MacIntyre and Gardner (1989) point out that foreign language anxiety is isolated and distinguished from other types of anxiety. Language learners have the dual task not only of learning a second language but of performing in it. "Unlike native speakers, foreign language learners experience the difficulty of attempting to understand others and expressing themselves fully in a new language in classroom environment" (Foss and Reitzel, 1988: 438).

2.4. Components of Foreign Language Anxiety

The theoretical framework of Horwitz et al.'s (1986) foreign language anxiety consists of three components: communication apprehension, fear of negative evaluation, and test anxiety.

Communication apprehension (CA) “arises from learners’ inability to adequately express their mature thoughts and ideas” (Brown, 2000:151). McCroskey defines it as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons” (1977: 78)

McCroskey (1984, cited in Aida, 1994: 156) points out that “typical behaviour patterns of communicatively apprehensive people are communication avoidance and communication withdrawal. Compared to nonapprehensive people, communicatively apprehensive people are more reluctant to get involved in conversations with others and to seek social interactions”.

According to Horwitz et al. (1986: 127) people who experience difficulties when speak in pairs or groups, or speak in public, or listen to or learn a spoken message have communication apprehension. These experts emphasize the critical role of CA in FLA stressing the fact that people of this kind experience more difficulties in a foreign language learning setting because they have restricted control over the communicative situation and they feel that they are continuously being watched. Furthermore, in a language class, the learner has to communicate using a limited capacity which causes him/her to encounter difficulties in mutual understanding. Because of this detrimental self-perception, many talkative people prefer to be silent in a foreign language class. Similar opinions are shared by Mejias, Applbaum, Applbaum and Trotter (1991). They note that educational situations which demand verbal output and interaction are perceived as threatening by students with high level of communication apprehension. Therefore, “if a student is apprehensive about communicating in a particular language, ... he or she will have negative affective feelings toward oral communication and will likely avoid it” (Mejias et al., 1991:88).

Daly (1991: 5) claims that previous reinforcements and punishments in one’s communication experiences significantly affect the growth of communication apprehension. He states that individuals prefer staying quiet if they were formerly exposed to discouraging reactions when they tried to communicate with others as considering that it is more rewarded than speaking. The researcher also reports that the situation is the same with respect to foreign language learning. This case may be considered as “learned helplessness”.

Fear of negative evaluation is defined by Watson and Friend (1969, cited in Horwitz et al., 1986) as “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (p. 128). It may take place in any social situation such as interactions with native speakers or in foreign language class (Horwitz et al., 1986: 128). Students may suffer from the fear of negative evaluation from their teachers and classmates since they are academically evaluated in the classroom continuously. (Wu, 2005: 17-18). Aida (1994: 157) declares that learners who experience fear of negative evaluation prefer to withdraw from language activities by sitting passively and even let themselves to be left behind by not attending courses.

The source of the fear of negative evaluation emerges from both the existence of the teacher and the peers. As having a weakened self-concept arising from being not sure what he is saying, the language learner may feel defenseless since he subjects himself to the teacher’s and the other learners’ negative evaluations (Tsui, 1996, cited in Aydın 1999: 20).

The third component of foreign language anxiety is **test anxiety** which refers to “a type of performance anxiety stemming from a fear of failure” (Horwitz et al., 1986: 127) and “apprehension over academic evaluation” (MacIntyre and Gardner, 1989: 253).

Horwitz et al. (1986) propose that students with higher test anxiety set unrealistic targets and consider that anything less than perfect is a failure (p. 127-128). It is also asserted by these experts that oral tests raise both test and oral communication anxieties at the same time (Horwitz et al., 1986: 128). Some other researchers have found that students experience more language anxiety in highly evaluative situations; more unfamiliar and ambiguous test formats (Daly; 1991; Young, 1991b). In this context, the validity of a test is an important factor in order to establish a less stressful evaluation process. Young (1991b) conveys that:

“Students also experience anxiety when they spend hours studying the material emphasized in class only to find that their tests assess different material or utilize question types with which they have no experience. If an instructor has a communicative approach to language teaching but then gives primarily grammar

tests, this likely leads students not only to complain, but also to experience frustration and anxiety” (p. 429).

In addition to these three components mentioned above, Cheng (2001); Ellis (1994, cited in Sertçetin, 2006); Horwitz et al. (1986) and Young (1991b) posit that **learners’ beliefs, perceptions and feelings** in response to foreign language learning are firmly interconnected with foreign language anxiety. Ellis (1994) states that learners display attitudes towards the target language and develop feelings that either promote or hinder learning. In this context, such attitudes have great influence on language learning (cited in Sertçetin, 2006: 13). Highlighting the major contribution of learners’ beliefs to language anxiety, Young (1991b: 428) states that learners become highly anxious when their expectations and reality contradict. MacIntyre et al. (1997) declare that anxious learners who underestimate their abilities tend to “self-derogate” themselves whereas “self-enhancement” may occur in relaxed and less anxious learners who overestimate their abilities (p.278).

2.5. The Relationship between Foreign Language Anxiety and Two Learner Variables: Language Achievement and Gender

Investigating the relationship between foreign language anxiety and learner variables has continuously attracted the concern of researchers. As the present study also particularly deals with to what extent language achievement and gender factors influence the changes in students’ FLA levels, some relevant literature about these two learner variables will be presented below.

Despite numerous studies were carried out to reveal the relationship between foreign language anxiety and language achievement, early studies yielded inconsistent and contradictory results. While some experts reported a negative relationship between language anxiety and language achievement (Horwitz et al., 1986) others found either no relationship or a positive relationship (Chastain, 1975; Kleinmann, 1977; Scovel, 1978). The reason for the existence of these confusing and mixed results is that most of the researchers did not competently define anxiety or did not use appropriate instruments to measure it (Horwitz et al., 1986 and MacIntyre, 1999, cited in Onwuegbuzie et al., 1999). As Onwuegbuzie et al. (1999)

mention, the development and employment of reliable and valid measures of foreign language anxiety in the last decades (e.g. Foreign Language Classroom Anxiety Scale, FLCAS, offered by Horwitz et al., 1986), helped researchers to find a moderate negative correlation between language anxiety and language achievement, indicating that students with higher levels of foreign language anxiety both expected and received lower grades than their less anxious counterparts (Aida, 1994; Argaman and Abu-Rabia, 2002; Horwitz, 1986, 2001; MacIntyre and Gardner, 1989, 1991a, 1991b, 1991c; Philips, 1992; Price, 1991; Saito and Samimy, 1996; Von Wörde, 1998; Young, 1986, 1991a).

Another matter of debate among ELT experts is identifying language anxiety either as a cause or a result of language achievement. A number of ELT researchers proposed the hypothesis that language anxiety does not lead to low foreign language achievement but is caused by them (Ganchow and Sparks, 1996; Sparks and Ganchow, 1991; Sparks, Ganchow and Javorsky, 2000). According to them, language learning ability is derived from one's native language learning ability (language aptitude), and foreign language anxiety is an expected consequence of the learner's foreign language learning difficulties (Sparks et al., 2000: 251). In other words, a student with a poor language performance consequently feels anxious; in contrast, a student who performs well feels confident (Sparks and Ganchow, 1991 and Ganchow and Sparks, 1996, cited in Horwitz, 2001: 118).

This direction of the relationship which posits that language anxiety emerges as the result of low language performance was repeatedly rejected by some other ELT researchers (MacIntyre, 1995a, 1995b; Horwitz, 2000, 2001) whose points of view suggest that anxiety is actually the cause of inadequate language learning. These researchers argued that the existence of language anxiety is independent of first or general language learning disabilities, since many successful language learners also experience language anxiety (Horwitz, 2001). Anxiety may also interfere with the students' abilities to demonstrate what they know (MacIntyre, 1995a).

Studies which explored the relationship between language anxiety and gender also reveal divergent results. While, findings of some studies display that the language anxiety has been experienced higher either by female learners (Dalkılıç,

2001; Pappamihel, 2001, 2002) or male learners (Cample, 1999, cited in Dalkılıç, 2001; Kitano, 2001), on the other hand others demonstrate that there is no significant difference between sexes when language anxiety is concerned (Aida, 1994; Batumlu and Erden, 2007; Öner and Gedikoğlu, 2007; Sarıgül, 2000). Even a fourth result indicates that female and male learners' scores interchange according to the separate sub-divisions of language anxiety (Sertçetin, 2006; Marwan, 2007).

As understood from various conflicting findings and perspectives mentioned above, language anxiety is a complex and multi-dimensional phenomenon of which impact on the language learning is difficult to assess.

2.6. Further Previous Research on Foreign Language Anxiety

Foreign language anxiety is one of the most popular aspects of EFL studies investigated by researchers for years. Past research on the foreign language anxiety have provided invaluable data for the understanding of the role of anxiety in foreign language learning. On one hand, some research examined the effects of anxiety on foreign language learning (Aida, 1994; Argaman and Abu-Rabia, 2002; Eysenck, 1979; Horwitz, 2001; Horwitz et al., 1986; Kleinmann, 1977; Philips, 1992; Young, 1992), on the other hand, others dealt with discovering the correlation between foreign language anxiety and other learner variables (Dalkılıç, 2001; Saito and Samimy, 1996; Sparks and Ganchow, 1991; Onwuegbuzie, Bailey and Daley, 1999; Wu, 2005). Also a third area has emerged as focusing on the sources of foreign language anxiety and attempting to find remedies to reduce it (Aydın, 1999; Campbell and Ortiz, 1991; Cope Powell, 1991; Crookall and Oxford, 1991; Foss and Reitzel, 1991; Horwitz, 1996; Koch and Terrell, 1991; Kondo and Ling, 2004; Mejias et al., 1991; Price, 1991; Vargas Batista, 2005; Von Wörde, 1998; Young, 1991b).

Horwitz, Horwitz and Cope (1986) developed the Foreign Language Classroom Anxiety Scale (FLCAS) to provide researchers with a standard instrument. After the administration of this instrument to 225 university students, the findings revealed that significant foreign language anxiety was experienced by many students particularly in terms of speaking, not understanding all language input

(communication apprehension), fear of being less competent than other students or being negatively evaluated by them, making mistakes and developing negative beliefs, perceptions and feelings related to language learning. The results also suggested that foreign language anxiety can be reliably and validly measured and it plays a significant role in foreign language learning (Aida, 1994; Horwitz, 1986).

In order to resolve the contradictory results of the former studies about the relationship between language anxiety and language achievement, MacIntyre and Gardner (1989, 1991a, 1991 b, 1991c, 1994) carried out a number of studies among university students who learnt French as a foreign language. The findings revealed that learners with higher levels of foreign language anxiety tended to perform more poorly than those who were less anxious. Language anxiety consistently and negatively affected language learning and production. Therefore, students who often experienced anxiety in language classroom were disadvantageous when compared to their more relaxed peers.

In her qualitative study in 1991, Price investigated anxiety from learners perspectives. 10 highly anxious university students were interviewed to indicate what aspects of foreign language class bothered them the most. Similar to Horwitz et al.'s (1986) outcomes, the interview revealed that the major source of anxiety was: (1) having to speak the foreign language in front of their classmates, (2) making errors in pronunciation, (3) being unable to communicate effectively, and (4) the difficulty of the language class. The researcher concluded that for some students language classes were sources of fear and humiliation, and thus she offered instructors to take the existence of language anxiety into consideration when they design courses and plan classroom activities.

Philips (1992) examined the effects of language anxiety on 44 university students' oral test performance and attitudes. A moderate negative relationship between language anxiety and performance was found as a conclusion of the study. Students with more foreign language anxiety were observed to have lower exam grades than their less anxious peers. Moreover, it was revealed that language anxiety had considerable influence on learners' attitudes and affective reactions to oral language tests.

Mejias, Applbaum, Applbaum and Trotter (1991) focused on communication apprehension in their research among 429 undergraduate students and 284 secondary-level students in Texas. As a result, they found that communication apprehension was experienced more intensely in more formal situations such as speaking before an audience; accordingly, less communication apprehension was experienced in more personal communication situations, such as pair work and small-group encounters.

The research by Von Wörde (1998) dealt with the factors that may increase and decrease language anxiety. In-depth interviews with 15 university students, FLCAS and final grades were used as research tools. It was found that language anxiety derived from several sources related to the learner, the instructor and the methodology. The findings confirmed former studies which propose that anxiety inversely influence language learning.

Koch and Terrell (1991) conducted a research in order to observe to what extent the activities and techniques in natural approach comfort language learners. Regarding to the answers of 119 foreign language students from university of Texas, the authors reported that most natural approaches activities and techniques produce comfort rather than anxiety. However, some activities and techniques based on oral communication (oral presentations, skits and role playing and defining a word in the target language) were found anxiety-provoking.

Casado and Dereshiwsky (2001) investigated and compared the perceived levels of anxiety experienced by foreign language students in a university setting at the beginning of their first semester and at the end of their second semester. The main objective was to ascertain the levels of anxiety and to find whether apprehension diminishes as students progress in the study of the language. The research tool was Horwitz et al.'s (1986) 33-item FLCAS questionnaire. To achieve their aim, the researchers surveyed both 114 freshman students (group one) of Northern Arizona University during the third week of their first semester and 169 freshman students (group two) of the same institution during the last three weeks of their second semester Spanish class. The results displayed that foreign language anxiety level in the second semester was slightly higher than in the first semester. In terms of language anxiety sub-categories, "communication apprehension" and "fear

of negative evaluation” yielded significant differences as an increase in the second semester, whereas, there was no significant difference in “test anxiety”. Although a minor increase was detected in “general anxiety” (which is associated with “learners’ beliefs, perceptions and feelings about language learning”), it was statistically insignificant.

To summarize, the review of the literature concludes that language anxiety is a complex phenomenon which is different from other types of anxiety and has inhibitive effects on language learning process. Although many researchers focused on the sources of language anxiety and proposed a number of remedies to overcome its impairing effects, how anxiety hinders language learning has not been completely answered yet, and therefore, needs the assistance of further investigations to be resolved.

CHAPTER 3

METHODOLOGY

3.1. Research Model

This comparative study possesses the characteristics of comparative and analytical research. The model of this study is correlational descriptive since it aims to determine the existence and significance of the relationship between at least two variables (Karasar, 2003: 81). Therefore, a quantitative research design is implemented to analyze the perceptions of the respondents about foreign language anxiety. The provided numerical data is evaluated by the help of relevant statistics.

3.2. Subjects and Setting

The purpose of this study is to determine and compare the foreign language anxiety levels of English preparatory school students enrolled at Gazi University at the beginning and at the end of the academic year and to find whether there is a meaningful difference between these levels.

To achieve this purpose, 913 students enrolled at Gazi University preparatory school in the 2004-2005 academic year were chosen as the subjects of the study. After granting the necessary permission from the school's authorities, the students were given a questionnaire (Foreign Language Classroom Anxiety Scale - FLCAS) in the third week of the first semester, after the start of English lessons (October, 2004), and in the second week prior to the end of the second semester, before the end of English courses (May, 2005).

Although the researcher intended to involve all the students of preparatory school in this study, he could not achieve his aim because: (a) a number of the students were absent during the administration of the questionnaire in the first or second or both semesters; (b) some anonymous questionnaires were taken out since the research was based on the comparison of students' responses given in both

semesters, thus the researcher had to know the owner of the responses; (c) some of the students ignored a number of items or avoided to respond them. Therefore, only those pairs of first and second questionnaires filled completely by 913 participants (324 female, 589 male) were taken into consideration. Despite this unwanted situation, the number of the subjects is considered adequately high and would not harm the consistency of the research.

The ages of these 913 subjects range from 16 to 26 with a mean of 18,75.

In case the subjects successfully pass their English courses, in the following year they are going to attend (1) Faculty of Economics and Administration (n=365), (2) Faculty of Education, ELT Department (n=89), (3) Faculty of Engineering and Architecture (n=213), (4) Faculty of Technical Education (n=223), and (5) Faculty of Medicine (n=23).

The university conducts a proficiency test at the beginning of the academic year, in September, for the accepted students. Students who succeed to have equal or more than 60 points out of 100, can start their professional studies in their faculties as freshmen, whereas those who fail, have to enroll in the preparatory school whose language program aims to develop learners' language skill competences through an intensive ELT curriculum. Each class consists of approximately 18 students. The number of English hours per week is 25.

3.3. Instruments

A Turkish version of Foreign Language Classroom Anxiety Scale (FLCAS) was administered to the subjects. FLCAS was developed by Horwitz, Horwitz and Cope (1986) to assess learners' levels of foreign language anxiety based on communication apprehension, fear of negative anxiety, test anxiety and learner beliefs, perceptions, feelings related to FLA. The authors propose that FLCAS is a standard measure tool which focuses on more than one reason of language anxiety; thus, by using FLCAS, researchers can identify anxious students and suggest beneficiary implications to reduce the anxiety (Horwitz et al. 1986). For this reason, FLCAS has been a widely accepted tool to measure FLA and utilized by many

different researchers (Aida, 1994; Argaman and Abu-Rabia, 2002; Cheng, Horwitz and Schallert, 1999; Ganchow and Sparks, 1996; MacIntyre and Gardner, 1989; Kitano, 2001; Onwuegbuzie et al., 1999; Von Wörde, 1998; Young, 1986)

The FLCAS consists of thirty-three statements and uses a five-point Likert-type scale including the responses as “strongly agree”, “agree”, “neither agree nor disagree”, “disagree”, and “strongly disagree”. Some of the items in this instrument are key-reversed and negatively worded. For each item, the highest degree of anxiety receives five points and the lowest degree receives one point. Hence, the total score of language anxiety can vary between 33 and 165, while the average mean score can vary between 1 and 5.

The FLCAS has been reported as a valid and reliable instrument to measure the FLA (Aida, 1984; Horwitz, 1986; Price, 1991). In Horwitz’s study at the University of Texas, the FLCAS demonstrated a satisfactory reliability with an internal consistency The Cronbach’s alpha coefficient was computed as 0,93, and test-retest reliability over 8 weeks was $r=0,83$, $p=0,001$, $n=78$ (Horwitz, 1986).

Regarding the fact that students may misunderstand or do not understand at all the statements in the original version of the FLCAS in English, a Turkish version is preferred to be administered. While establishing the Turkish version, the researcher referred to the former studies in Turkish contexts (Aydın, 1999; Dalkılıç, 2001; Sarıgül, 2000). Regarding these examples, the researcher translated the original FLCAS into Turkish. Some modifications were implemented (e.g. shifting a few negative expressions into positive regarding the key-reversion factor) in order to prevent an occurrence of ambiguity. The translated version was checked by experienced teachers of English who are native Turkish speakers.

The reliability of the translated version of the FLCAS was calculated with an internal consistency of Cronbach’s alpha coefficient at a level of 0,94 which manifests a satisfactory reliability.

Final grades of subjects were used as the second tool in order to determine the language achievements. The final English course scores were divided into two categories indicating that whether the students were academically successful (whose

final grades were equal or higher than 60 points out of 100), or unsuccessful (students with final grades less than 60 points out of 100).

3.4. Data Collection Procedures

The subjects were asked to complete the self report questionnaire in their own classrooms in 20 minutes under the supervision of their instructors. They were informed that the questionnaire aimed to gather data for research, their responses would only be used for research purposes and would be kept confidential. They were also told to fill in the questionnaire completely by responding each and every item and make sure that they denote their personal information including their names, surnames, classes, faculties, ages and sexes. However, as stated in chapter 3.2. above, some subjects' questionnaires were eliminated due to being incomplete in terms of demographic information and responses to FLA items.

3.5. Data Analysis

The data obtained from the raw scores of the questionnaire were assessed utilizing SPSS 18.0 (Statistical Package for the Social Sciences) program. Field (2005: 285) explains that t-test in SPSS is a statistical device to test the differences between means. Specifically, paired-samples t-test (dependent means t-test) is used when there are two experimental conditions and the same participants took part in both conditions of experiment (p. 286). Therefore, in this study, paired-samples t-test analyses were performed in order to determine whether the means of foreign language anxiety scale items responded by two same groups in the first and second semester were significantly different at a two-tailed 0,05 probability level. It is assumed that any difference below $p=0,05$ probability level is considered as "significant", whereas any difference above $p=0,05$ probability level is considered as "insignificant".

Following the collection of relevant data, analyses have been performed with respect to the sequence of research questions.

In order to find whether there is a meaningful difference between the subjects' foreign language anxiety levels at the beginning and at the end of the academic year, the mean scores of all 33 items in the questionnaire (FLCAS) were utilized. The FLCAS is scored on a five-point likert scale ranging from "strongly agree" to "strongly disagree". The items which represent high anxiety were scored from 5 points (strongly agree) to 1 point (strongly disagree). On the other hand the items which represent lack of anxiety were scored from 1 point (strongly agree) to 5 points (strongly disagree). The analysis of the 33 items revealed the change in the levels of FLA.

In order to clarify the second problem statement related to the sub-categories of FLA, the 33 items of the FLCAS were classified according to their relevance with (a) communicative apprehension (which was represented by items 1, 3, 4, 9, 13, 14, 18, 20, 24, 27, 29, and 33); (b) fear of negative evaluation (which was represented by items 2, 7, 15, 19, 23, and 31); (c) test anxiety (which was represented by items 8 and 21) and (d) language anxiety related to beliefs, perceptions and feelings (which was represented by items 5, 6, 10, 11, 12, 16, 17, 22, 25, 26, 28, 30, and 32). To fulfill this aim, the subjects' FLA mean scores of each sub-categories in the first and second semesters were compared and contrasted. By doing so, the most anxiety-provoking subgroups and items are demonstrated.

Finally, as stated in the third research question, the degree of other variables' (language achievement and gender) influence on the changes in the subjects' foreign language anxiety levels was searched by comparing and contrasting the mean scores of foreign language anxiety of the subjects in the first and second semesters.

CHAPTER 4

FINDINGS AND INTERPRETATIONS

In order to display the results and discuss the findings, tables and figures are utilized. It was thought that such a presentation would make the view of data much more practical. The tables show the relevant items, the content of the compared groups, the number of subjects (N), the mean scores of FLA out of 5,00 (M), the standard deviations of the mean scores, the differences in the mean scores (M2-M1), t degree (t), two-tailed level of significance (p) and degree of freedom (df). The FLCAS and its translated version are presented in the appendices.

4.1. Findings and Interpretation of the First Research Question

The first research question focuses on revealing the fact whether there is or there is not a significant difference between the subjects' foreign language anxiety levels at the beginning and at the end of the academic year.

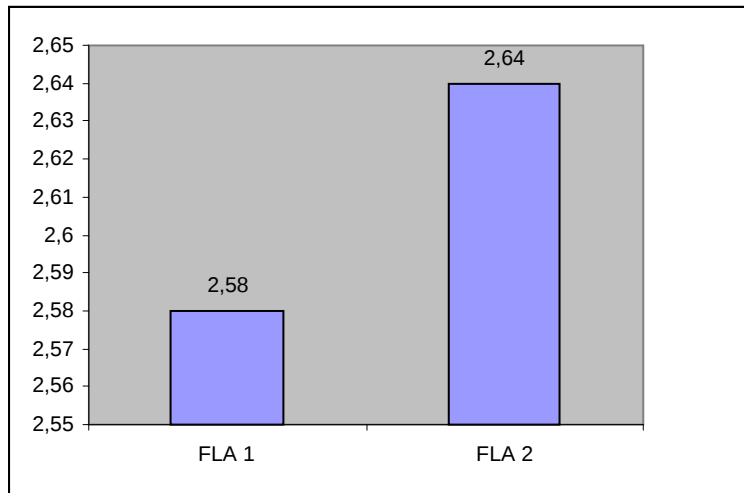
The following table and figure illustrate the foreign language anxiety profile of the subjects.

Table 1. The difference between FLA mean scores

FLCAS 33 items	Semester	N	Mean	Std. dev.	M2-M1	t	p
	1	913	2,58	,70	,06	-3,34	,001*
	2	913	2,64	,68			

*p< ,05 df=912

Figure 1. The difference between FLA mean scores



As seen in Table 1 and Figure 1 above, the administration of 33-item FLCAS reveals the fact that, the mean score of subjects at the beginning of the academic year is 2,58 whereas their mean score at the end of the academic year is 2,64. Although these mean scores indicate relatively a lower degree of language anxiety than the average mean score of FLCAS (3,00/5,00), a significant increase of 0,06 points is visible in their FLA levels.

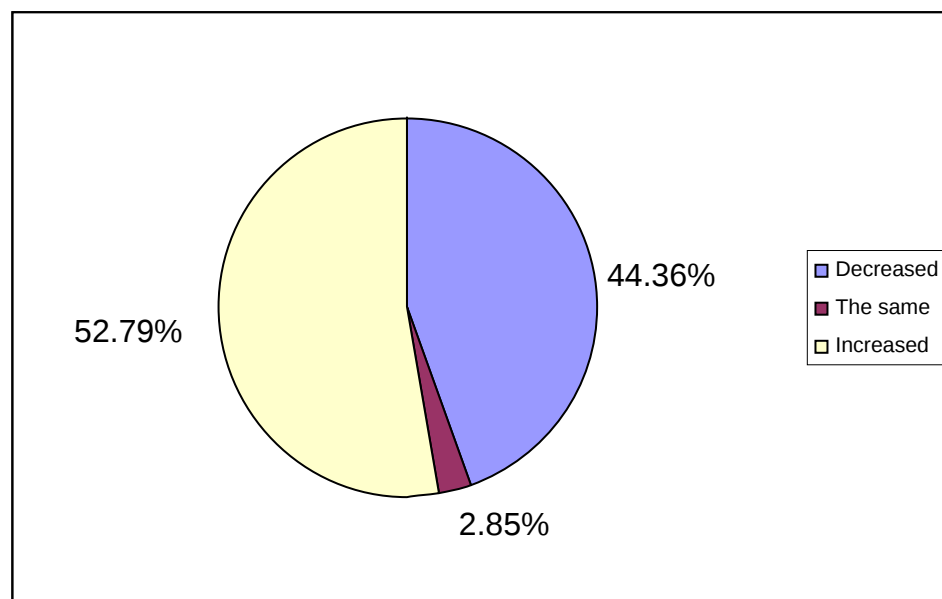
Another classification of the change in the FLA levels of the subjects is shown in table 2 and figure 2.

Table 2. The changes in FLA levels

	N	%
Students with a decreased FLA level	405	44,36
Students with the same FLA level	26	2,85
Students with an increased FLA level	482	52,79

*p< ,05 df=912

Figure 2. The changes in FLA levels



As seen in table 2, more than half of the subjects (52,79 %) experience an increase in their FLA levels in the second semester, whereas a decrease is observed for 44,36 % of them and no change is observed for a minority of 2,85 %.

These findings are in accordance with Casado and Dereshiwsky's (2001) which displays that the second semester anxiety level of university students is slightly higher than their first semester anxiety level, indicating that anxiety does not diminish nor decrease with the experience acquired in academic year of language learning.

4.2. Findings and Interpretation of the Second Research Question

The second research question of this study was:

Is there a meaningful difference among the levels of the learners' foreign language anxiety sub-categories which are:

- a) communication apprehension
- b) fear of negative evaluation

c) test anxiety

d) language anxiety related to learners' beliefs, perceptions and feelings.

In order to answer this research question, the items in the Foreign Language Anxiety Scale (FLCAS) were grouped under four main categories mentioned above. This categorization was made according to the constructs in the items. Models which were designed in former studies (Casado and Dereshiwsky, 2001; Horwitz et al., 1986; Serçetin, 2006) also helped to form this categorization.

4.2.1. Communication Apprehension

The FLCAS items related to communication apprehension are items 3, 4, 9, 13, 14, 18, 20, 24, 27, 29, and 33. Table 3 and Figure 3 display the summary of descriptive statistics for communication apprehension of the subjects.

Table 3. The difference between CA mean scores (per item)

	Semester	N	Mean	Std. dev.	M2-M1	t	p
Item 1	1	913	2,89	,96	,17	-4,85	,000*
	2	913	3,06	1,12			
Item 3	1	913	2,14	1,15	-,10	2,60	,009*
	2	913	2,04	1,12			
Item 4	1	913	2,57	1,28	-,30	7,36	,000*
	2	913	2,27	1,16			
Item 9	1	913	2,95	1,17	-,22	5,76	,000*
	2	913	2,73	1,23			
Item 13	1	913	2,54	1,28	,03	-,62	,534
	2	913	2,57	1,26			
Item 14	1	913	2,20	1,30	-,02	,46	,646
	2	913	2,18	1,26			
Item 18	1	913	2,79	1,06	,20	-3,95	,000*
	2	913	2,99	1,54			
Item 20	1	913	2,24	,037	-,11	2,97	,003*
	2	913	2,13	,038			
Item 24	1	913	2,01	1,13	,13	-3,59	,000*
	2	913	2,14	1,18			
Item 27	1	913	2,36	1,11	-,02	,71	,481
	2	913	2,34	1,15			
Item 29	1	913	2,67	1,22	-,27	6,34	,000*
	2	913	2,40	1,16			
Item 33	1	913	2,59	1,21	-,11	2,40	,017*
	2	913	2,48	1,17			

*p< ,05 df=912

Item 1. I never feel quite sure of myself when I am speaking in my foreign language class.

Item 3. I tremble when I know that I'm going to be called on in language class.

Item 4. It frightens me when I don't understand what the teacher is saying in the foreign language.

Item 9. I start to panic when I have to speak without preparation in language class.

Item 13. It embarrasses me to volunteer answers in my language class.

Item 14. I would not be nervous speaking in the foreign language with native speakers.

Item 18. I feel confident when I speak in foreign language class.

Item 20. I can feel my heart pounding when I'm going to be called on in language class.

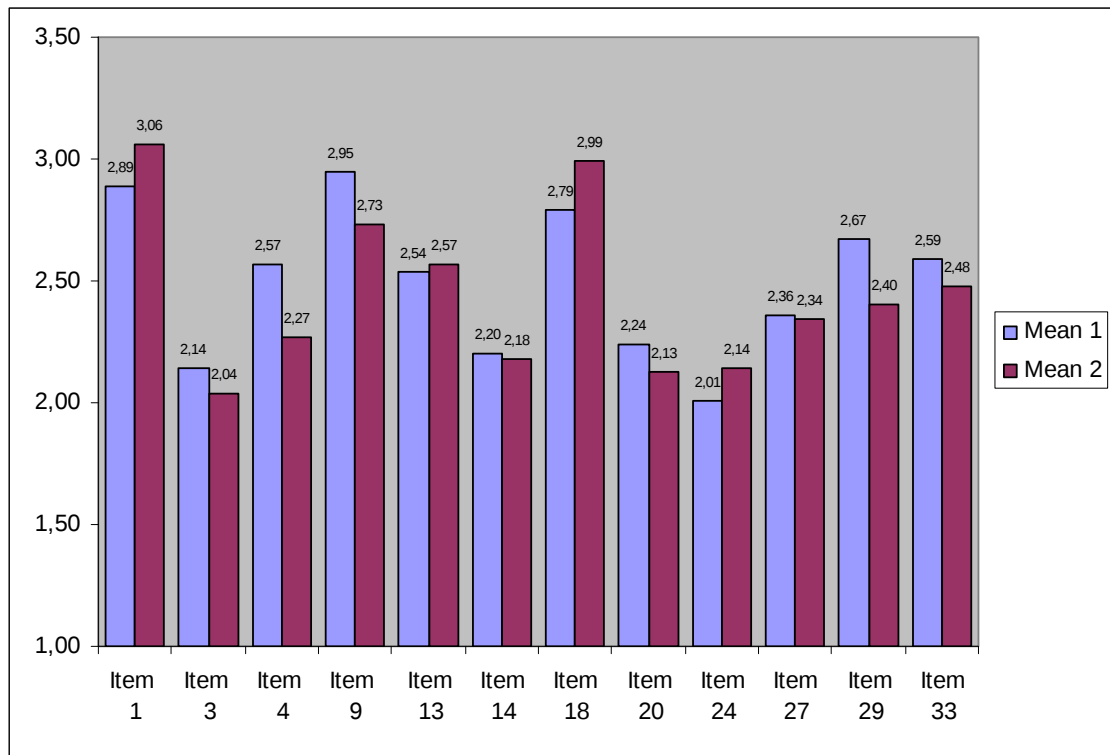
Item 24. I feel very self-conscious about speaking the foreign language in front of other students.

Item 27. I get nervous and confused when I am speaking in my language class.

Item 29. I get nervous when I don't understand every word the language teacher says.

Item 33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

Figure 3. The difference between CA mean scores (per item).



As it can be seen in the Table 3 and the Figure 3 above, 8 items (items 3, 4, 9, 14, 20, 27, 29, and 33) indicate some amount of decrease, whereas 4 items (items 1, 13, 18, and 24) indicate some amount of increase.

The decreases in the mean scores of the subjects related to items 3, 4, 9, 20, 29, and 33 are statistically significant at 0,05 level of significance. On the other hand, although there are decreases in the mean scores of subjects related to item 14 and 27 are not statistically significant at 0,05 level of significance.

Respectively, subjects' answers to item 1, 18, 24 indicate a statistically significant increase in the levels of communication apprehension mean scores, while the increase in item 13 does not reflect any significance.

Of all these items above, item 4 reflects the highest range of change with a decrease of 0,30 points ($M1=2,57$; $M2=2,27$) showing that in the second semester, students are less frightened when they do not understand what the teacher says in the foreign language. Consequently, the results of computation for item 29 reveals the

second highest difference, displaying a decrease of 0,27 points ($M1=2,67$; $M2=2,40$) about an almost identical anxiety which is related to students' getting less nervous in the second semester, when they do not understand every word the language teacher says.

The findings suggest that the students gradually progressed in understanding the foreign language and found it easier to elicit what is spoken in the language class.

Another interesting result is obtained from the responses given to items 1, 18 and 24. These are the only items which yield a significant level of increase in communication apprehension and all of them are the indicators of speaking anxiety. The findings suggest that in the second semester, the students feel less confident of themselves when they speak in their foreign language classes (with an increase of 0,17/5,00 points), they are more embarrassed to volunteer answers in their language classes (with an increase of 0,20/5,00 points), and they feel less self-conscious about speaking the foreign language in front of other students (with an increase of 0,13/5,00 points).

Thus, it can be deduced that the students levels of speaking anxiety arise throughout the academic year.

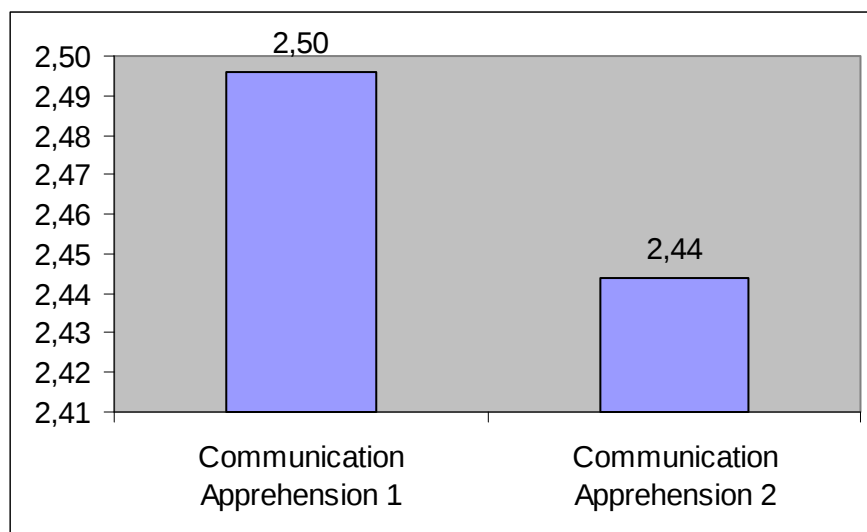
Table 4 and figure 4 below contain the relevant computation for the alteration in subjects' mean scores of communication apprehension.

Table 4. The difference between CA mean scores

	Semester	N	Mean	Std. dev.	M2-M1	t	p
Communication Apprehension	1	913	2,50	,82	-,06	2,41	,016*
	2	913	2,44	,81			

* $p < ,05$ df=912

Figure 4. The difference between CA mean scores.



As seen in the table and figure above, in overall terms, the subjects' mean score of communication anxiety has decreased by 0,06 points ($M_1=2,50/5,00$; $M_2=2,44/5,00$) throughout the academic year.

This result conflicts with Casado and Dereshiwsky's (2001) findings which revealed a level of higher degree in their subjects' communication apprehension mean score in the second semester than in the first semester. The contradiction between these two studies may be explained by the language learning conditions of the chosen subjects. In the present study, the Turkish subjects consist of preparatory class university students who enroll intensive language program of 25 lessons a week. Therefore, they have more opportunity for the input of foreign language which improves their receptive skills (listening skill in particular). Compared with these Turkish students, the freshman university students who were the subjects in Casado and Dereshiwsky's research attended fewer language courses, hence they are exposed to less language input. Thus, the apprehension related to communication is likely to be experienced gradually lessening among the subjects of this present study.

4.2.2. Fear of Negative Evaluation

The items 2, 7, 15, 19, 23, and 31 are designed to measure the subjects' fear of negative evaluation. The table and figure below contain the relevant computation for the alteration in subjects' mean scores.

Table 5. The difference between fear of negative evaluation mean scores (per item).

	Semester	N	Mean	Std. dev.	M2-M1	t	p
Item 2	1	913	2,99	1,12	-,27	6,72	,000*
	2	913	2,72	1,20			
Item 7	1	913	2,52	1,20	,16	-3,91	,000*
	2	913	2,68	1,19			
Item 15	1	913	2,57	1,39	,00	,00	1,000
	2	913	2,57	1,28			
Item 19	1	913	1,72	,93	,15	-4,05	,000*
	2	913	1,87	1,06			
Item 23	1	913	2,51	1,21	,15	-3,90	,000*
	2	913	2,66	1,21			
Item 31	1	913	1,67	,98	,15	-4,61	,000*
	2	913	1,82	1,08			

*p< ,05 df=912

Item 2. I don't worry about making mistakes in language class.

Item 7. I keep thinking that the other students are better at languages than I am.

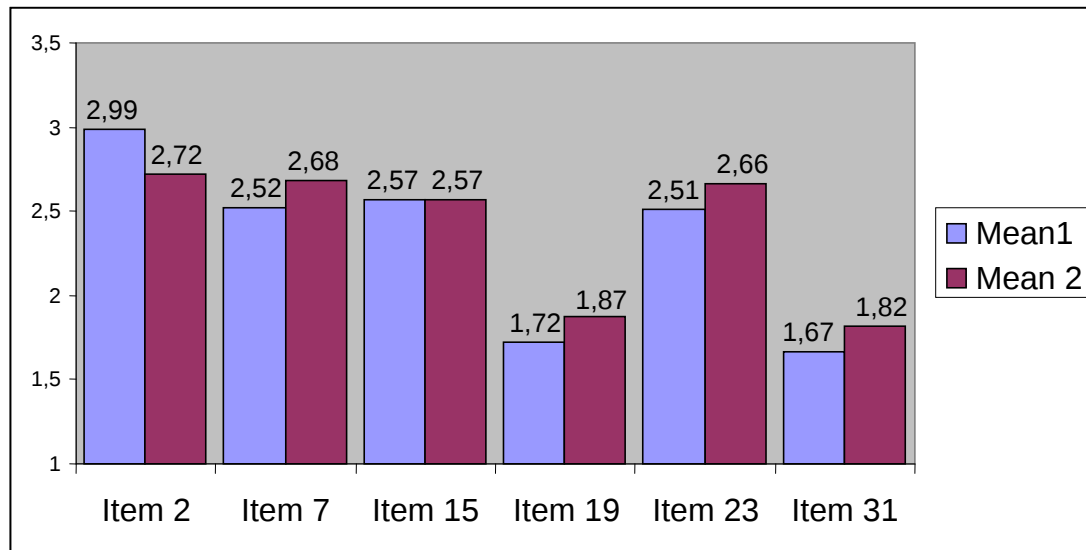
Item 15. I get upset when I don't understand what the teacher is correcting.

Item 19. I am afraid that my language teacher is ready to correct every mistake I make.

Item 23. I always feel that the other students speak the language better than I do.

Item 31. I am afraid that the other students will laugh at me when I speak the foreign language.

Figure 5. The difference between fear of negative evaluation mean scores (per item).



As seen in the table and figure above, the majority of the items (items 7, 19, 23 and 31) reveal significant increases in the mean scores related to the fear of negative evaluation. It is observed that, in second semester the students more often keep thinking that other students are better at languages than they are ($M1=2,52$; $M2=2,68$; $M2-M1=0,16$), they are more afraid that their language teacher is ready to correct every mistake they make ($M1=1,72$; $M2=1,87$; $M2-M1=0,15$), they more often feel that the other students speak the language better than they do ($M1=2,51$; $M2=2,66$; $M2-M1=0,15$), and they are more afraid that the other students will laugh at them when they speak the foreign language ($M1=1,67$; $M2=2,1,82$; $M2-M1=0,15$). Only one item (item 15) does not show any sign of change ($M1=2,57$; $M2=2,57$; $M2-M1=0$), while item 2 displays a level of increase ($M1=2,99$; $M2=2,72$; $M2-M1=0,27$) indicating that the students are less anxious about making mistakes.

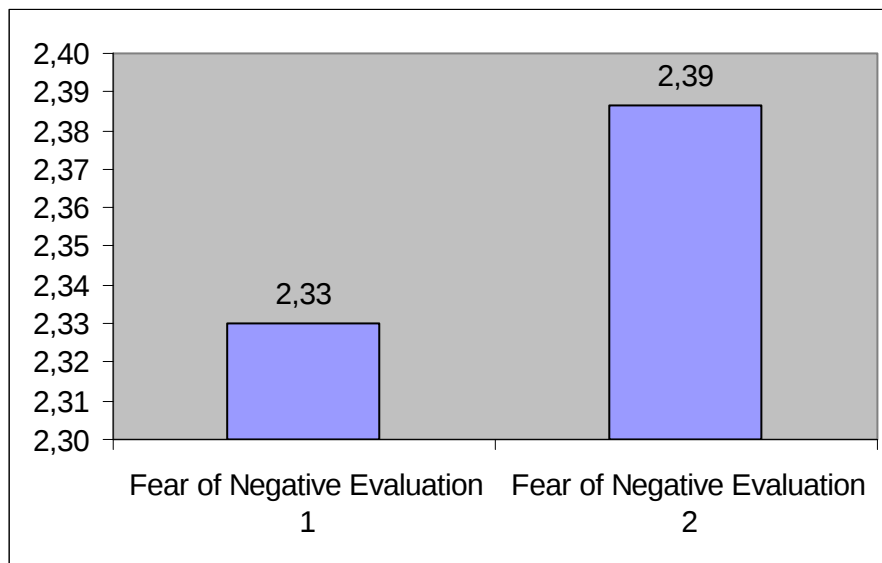
The total difference between fear of negative evaluation mean scores at the beginning and at the end of the academic year is displayed below.

Table 6. The difference between fear of negative evaluation mean scores.

	Semester	N	Mean	Std. dev.	M2-M1	t	p
Fear of Negative Evaluation	1	913	2,33	,82	,06	-2,47	,014*
	2	913	2,39	,84			

*p< ,05 df=912

Figure 6. The difference between fear of negative evaluation mean scores.



As seen in the table and figure above, in overall terms, the subjects' general mean scores of fear of negative evaluation has increased by 0,06 points (M1=2,33/5,00; M2=2,39/5,00) throughout the academic year.

These findings are in accordance with Casado and Dereshiwsky's (2001) results which also reveal a significant increase in the subjects' mean score of fear of negative evaluation.

4.2.3. Test Anxiety

Items 8 and 21 of FLCAS are related to test anxiety. The relevant data is visible in table 7 and figure 7 below.

Table 7. The difference between test anxiety mean scores (per item).

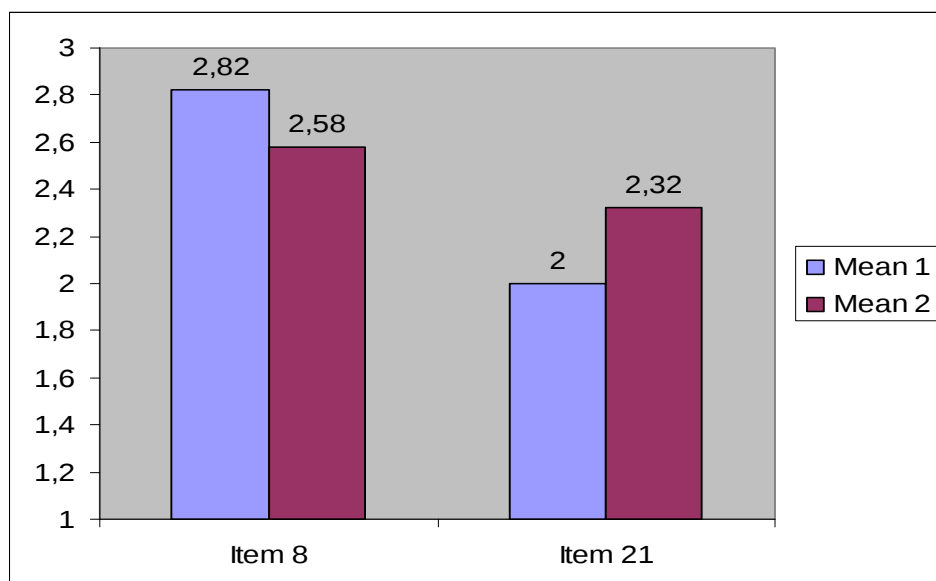
	Semester	N	Mean	Std. dev.	M2-M1	t	p
Item 8	1	913	2,82	1,27	-,24	5,71	,000*
	2	913	2,58	1,24			
Item 21	1	913	2,00	1,12	,32	-7,63	,000*
	2	913	2,32	1,24			

*p< ,05 df=912

Item 8. I am usually at ease during tests in my language class.

Item 21. The more I study for a language test, the more confused I get.

Figure 7. The difference between test anxiety mean scores (per item).



As shown above, the answers given to item 8 reveals a decrease of 0,24 points ($M1=2,82$; $M2=2,58$) indicating that the students are more confident during the tests in their language class, whereas item 21 reveals an increase of 0,32 points ($M1=2,00$; $M2=2,32$) suggesting that the more they study for a language test the more confused they get.

Although these two results may be considered as contradictory, it can be said that the subjects are used to the test styles, therefore, they are less anxious when taking tests; however, during the second semester they are more reluctant to study, therefore they feel more anxious when studying for tests.

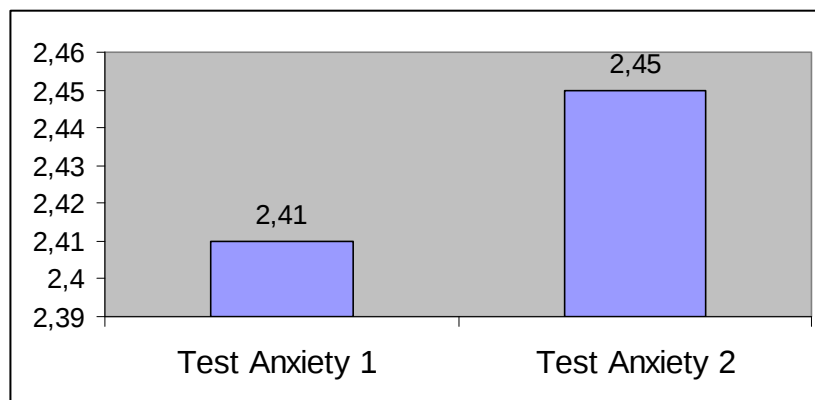
The difference between general test anxiety mean scores at the beginning and at the end of the academic year is displayed below.

Table 8. The difference between test anxiety mean scores.

	Semester	N	Mean	Std. dev.	M2-M1	t	p
Test Anxiety	1	913	2,41	1,00	,04	-1,14	,255
	2	913	2,45	1,02			

* $p < ,05$ df=912

Figure 8. The difference between test anxiety mean scores.



As seen in the table and figure above, in overall terms, the subjects' general mean score of test anxiety has increased by 0,04 points ($M1=2,41/5,00$; $M2=2,45/5,00$) throughout the academic year. Although there can be seen a slight increase, it is not significant at 0,05 level of significance.

These findings are congruent with Casado and Dereshiwsky's (2001) results which indicate that test anxiety did not differ with the experience acquired in two semesters of language learning.

4.2.4. Language Anxiety Related to Learners' Beliefs, Perceptions and Feelings

FLCAS items 5, 6, 10, 11, 12, 16, 17, 22, 25, 26, 28, 30 and 32 can be categorized as indicators of language anxiety related to learners' beliefs, perceptions and feelings, as shown in Table 9 and Figure 9.

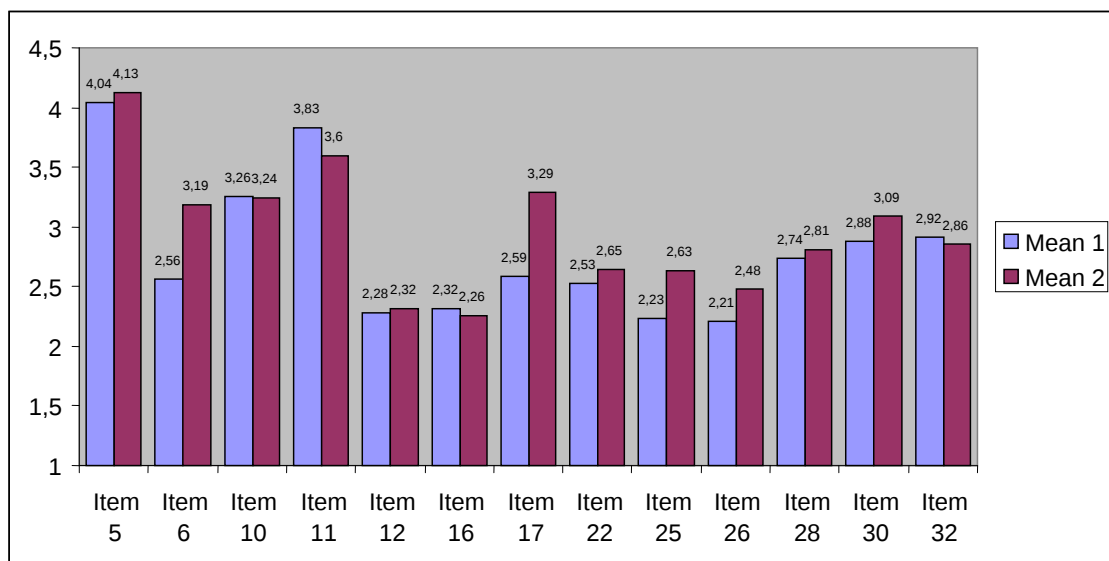
Table 9. The difference between mean scores of language anxiety related to learners' beliefs, perceptions and feelings (per item).

	Semester	N	Mean	Std. dev.	M2-M1	t	p
Item 5	1	913	4,04	1,29	,09	-1,82	,069
	2	913	4,13	1,26			
Item 6	1	913	2,56	,96	,63	-17,29	,000*
	2	913	3,19	1,03			
Item 10	1	913	3,26	1,30	-,02	,49	,626
	2	913	3,24	1,28			
Item 11	1	913	3,83	1,23	-,23	4,78	,000*
	2	913	3,60	1,26			
Item 12	1	913	2,28	1,10	,04	-1,01	,313
	2	913	2,32	1,14			
Item 16	1	913	2,32	1,22	-,06	1,35	,176
	2	913	2,26	1,18			
Item 17	1	913	2,59	1,21	,70	-16,55	,000*
	2	913	3,29	1,23			
Item 22	1	913	2,53	1,37	,12	-2,45	,014*
	2	913	2,65	1,35			
Item 25	1	913	2,23	1,30	,40	-8,73	,000*
	2	913	2,63	1,38			
Item 26	1	913	2,21	1,32	,27	-5,85	,000*
	2	913	2,48	1,36			
Item 28	1	913	2,74	1,17	,07	-1,47	,141
	2	913	2,81	1,19			
Item 30	1	913	2,88	1,15	,21	-4,67	,000*
	2	913	3,09	1,21			
Item 32	1	913	2,92	1,29	-,06	1,28	,201
	2	913	2,86	1,26			

*p< ,05 df=912

- Item 5. It wouldn't bother me at all to take more foreign language classes.
 Item 6. During language class, I find myself thinking about things that have nothing to do with the course.
 Item 10. I worry about the consequences of failing my foreign language class.
 Item 11. I don't understand why some people get so upset over foreign language classes.
 Item 12. In language class, I can get so nervous I forget things I know.
 Item 16. Even if I am well prepared for language class, I feel anxious about it.
 Item 17. I often feel like not going to my language class.
 Item 22. I don't feel pressure to prepare very well for language class.
 Item 25. Language class moves so quickly I worry about getting left behind.
 Item 26. I feel more tense and nervous in my language class than in my other classes.
 Item 28. When I'm on my way to language class, I feel very sure and relaxed.
 Item 30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.
 Item 32. I would probably feel comfortable around native speakers of the foreign language.

Figure 9. The difference between mean scores of language anxiety related to learners' beliefs, perceptions and feelings (per item).



As indicated in the table and figure above, of these items, item 17 reveals the highest difference as an increase ($M1=2,59$; $M2=3,29$; $M2-M1=0,70$). It seems that subjects in this study more often feel like not going to their language classes in the second semester. Moreover, item 6 reveals the second highest difference in increase ($M1=2,56$; $M2=3,19$; $M2-M1=0,63$) which also means that in the second semester, during the language classes, the students more often find themselves thinking about things that have nothing to do with the course. This lack of interest, may be originated

from the factors related to non-classroom environments (e.g. gradually warming weather, the approaching summer time and plans for vacations) rather than the language learning process itself.

Items 22, 25, 26, and 30 also indicate a significant increase about anxiety. According to these items, in second semester, the students feel more pressure to prepare very well for language class ($M_1=2,53$; $M_2=2,65$; $M_2-M_1=0,12$), they worry more about getting left behind because language classes moves so quickly ($M_1=2,23$; $M_2=2,63$; $M_2-M_1=0,40$), they feel more tense and nervous in their language classes than they do in their other classes ($M_1=2,21$; $M_2=2,48$; $M_2-M_1=0,27$), and they feel more overwhelmed by the number of rules they have to learn to speak a foreign language ($M_1=2,88$; $M_2=3,09$; $M_2-M_1=0,21$).

The only item showing a significant decrease is item 11 ($M_1=3,83$; $M_2=3,60$; $M_2-M_1=0,23$) indicating that the students understand less why some people get upset in language classes perhaps because they have less experienced the same feeling of being upset.

Although items 5, 12, and 28 show a slight increase and items 10, 16, and 32 show a slight decrease in anxiety levels, these changes cannot be considered as meaningful at 0,05 significance level.

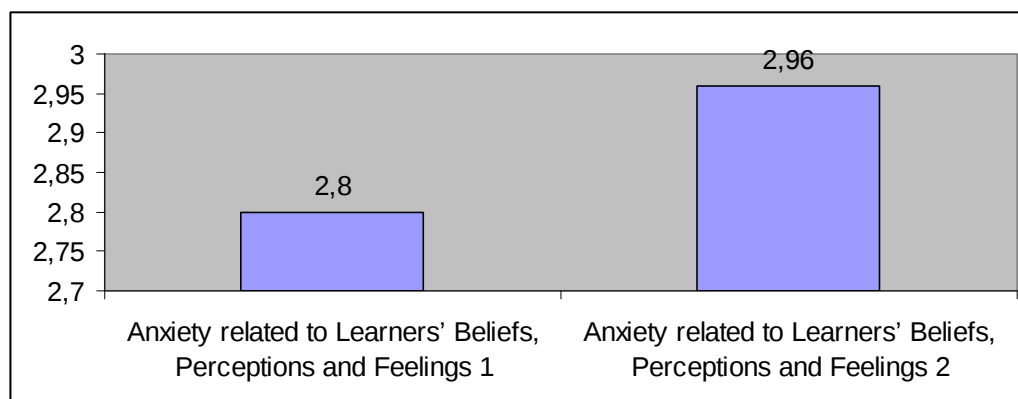
The following table and figure reveal the general mean scores of language anxiety related to learners' beliefs, perceptions and feelings.

Table 10. The difference between mean scores of language anxiety related to learners' beliefs, perceptions and feelings.

	Semester	N	Mean	Std. dev.	M2-M1	t	p
Learners' Beliefs, Perceptions and Feelings	1	913	2,80	,67	,16	-8,58	,000*
	2	913	2,96	,65			

* $p < ,05$ df=912

Figure 10. The difference between mean scores of language anxiety related to learners' beliefs, perceptions and feelings.



As visible in the table and figure above, the general mean score of language anxiety related to learners' beliefs perceptions and feelings has increased by 0,16 points ($M_1=2,80/5,00$; $M_2=2,96/5,00$) throughout the academic year which means that among the all four sub-categories of language anxiety, this type of anxiety denotes the highest rank concerning both language anxiety levels and the amount of increase.

This increase in the second semester also indicates a meaningful difference at 0,05 level of significance, and therefore, partially displays a similar result with Casado and Dereshiwsky's (2001) findings which revealed a slight but statistically insignificant increase in their research.

4.3. Findings and Interpretation of the Third Research Question

The third research question's aim was to find out whether language achievement and gender factors are related with the changes in the students' foreign language anxiety levels. To achieve this aim, the FLCAS scores of the subjects have been analysed according to their language achievements and gender.

4.3.1. Language Achievement

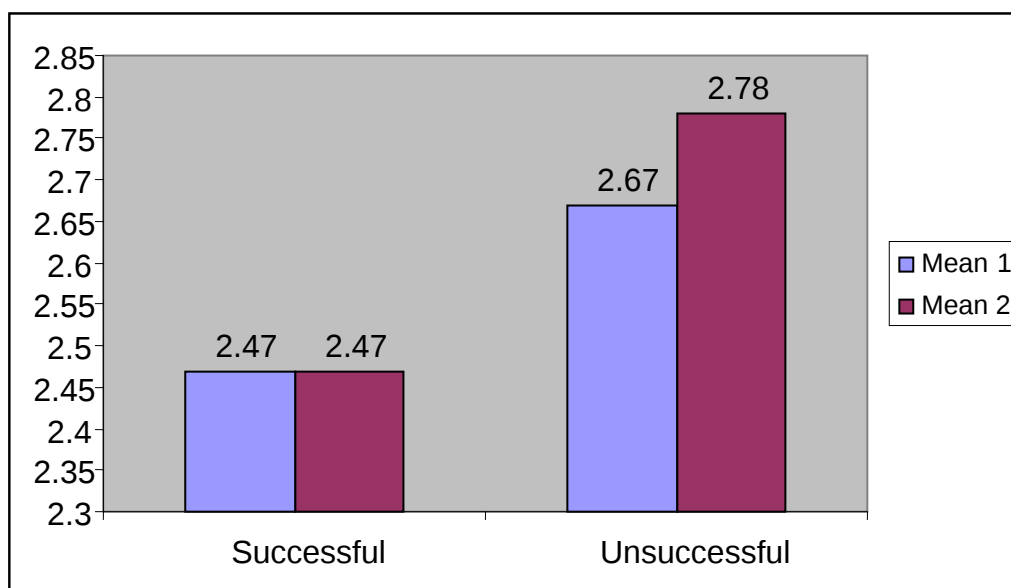
Final grades of subjects have been used to determine their language achievements. The final English course scores have been divided into two categories indicating that whether the students are successful (whose final grades were equal or higher than 60 points out of 100 points), or unsuccessful (students with final grades less than 60 points out of 100 points) in terms of language achievement. The relevant data analysis is given below in Table 11 and Figure 11.

Table 11. The difference between successful and unsuccessful learners' mean scores.

	Sem.	N	%	Mean	Std. dev.	M2-M1	t	p
Successful	1	409	44,80	2,47	,63	,00	,018	,986
	2	409	44,80	2,47	,60			
Unsuccessful	1	504	55,20	2,67	,74	,11	-4,09	,000*
	2	504	55,20	2,78	,71			

* $p < ,05$

Figure 11. The difference between successful and unsuccessful learners' mean scores.



From the table and figure presented above, successful students experience relatively a lower degree of language anxiety ($M1=2,47$; $M2=2,47$) with no change in their anxiety levels throughout the the academic year ($M2-M1=0$). Nevertheless, the situation is different for unsuccessful students whose language anxiety levels are higher than their less anxious classmates ($M1=2,67$; $M2=2,78$) with an increase in the second semester by 0,11 points which can be considered meaningful at 0,05 significance level.

Accepting high English course grades as an indicator of language achievement (Aida, 1994; Chastain, 1975; MacIntyre and Gardner, 1994), the result is congruent with previous studies (Aida, 1994; Argaman and Abu-Rabia, 2002; Horwitz, 1986, 2001; MacIntyre and Gardner, 1989, 1991a, 1991b, 1991c; Philips, 1992; Price, 1991; Saito and Samimy, 1996; Von Wörde, 1998; Young, 1986, 1991a) which suggest the existence of a negative correlation between foreign language anxiety and language achievement.

Therefore, it can be concluded that higher level of anxiety is associated with lower language achievement. Students who are academically successful in their English courses (with grades equal or more than 60/100) have stable (neither inclining nor declining) anxiety levels during the academic year, whereas those who are academically unsuccessful, experience an incline in their anxiety levels.

4.3.2. Gender

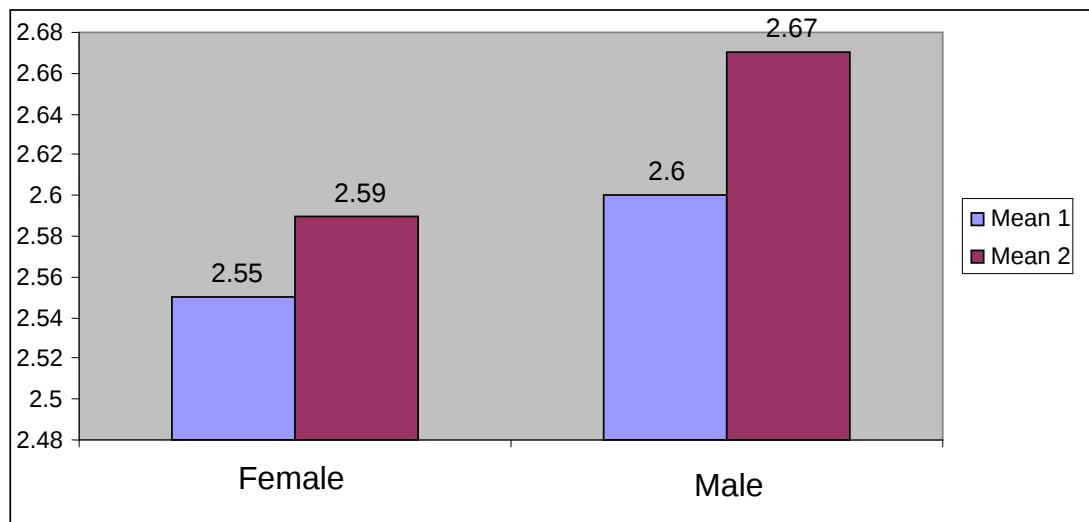
In order to examine the relationship between language anxiety and gender, the FLCAS data has been divided into two categories according to the gender of the respondents. Following table and figure illustrate the relevant data for female and male students.

Table 12. The difference between female and male students' mean scores.

	Semester	N	%	Mean	Std. dev.	M2-M1	t	p
Female	1	324	35,49	2,55	,66	,04	-1,46	,147
	2	324	35,49	2,59	,64			
Male	1	589	64,51	2,60	,72	,07	-3,03	,003*
	2	589	64,51	2,67	,71			

*p< ,05

Figure 12. The difference between female and male students' mean scores.



As the table and the figure above visualise, female students experience lower language anxiety (M1=2,55; M2=2,59) when compared with male students (M1=2,60; M2=2,67). Moreover, although some increases have been observed in the language anxiety levels of both sexes; the increase in female students' anxiety level (0,04 points) is statistically insignificant, whereas, the increase in male students' anxiety level (0,07 points) is statistically significant at 0,05 significance level.

Therefore, it can be concluded that the foreign anxiety levels and the changes in these levels during the academic year depends on the gender of the students. The change in the anxiety levels of female learners are less than the anxiety levels of male learners.

These findings seem to be in accordance with the results of some former studies which assert that male learners experience higher language anxiety than female learners do (Cample, 1999, cited in Dalkılıç, 2001; Kitano, 2001).

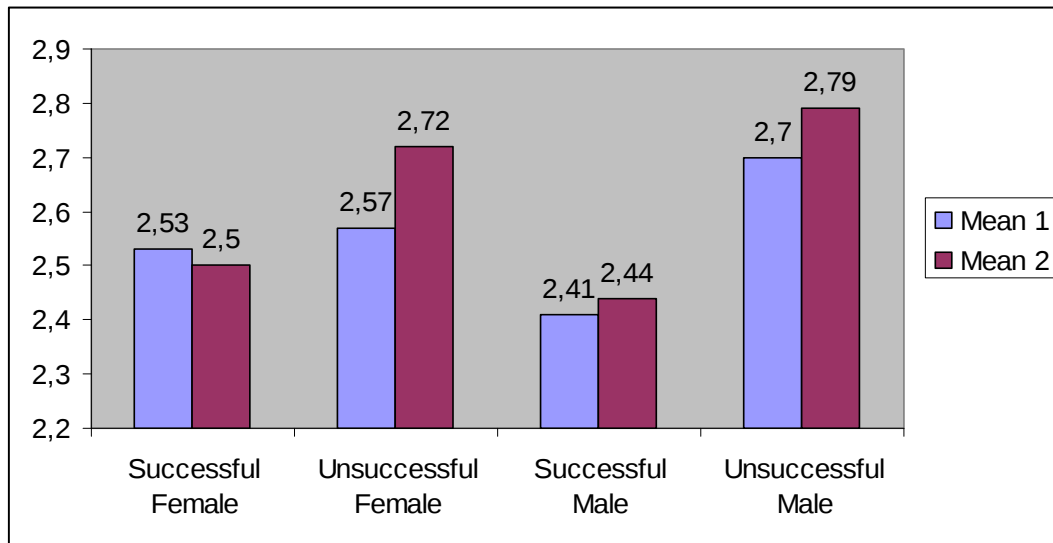
On the other hand, a deeper look into the relationship between the subjects' gender and language achievement puts forward some intriguing findings as it can be seen in Table 13 and Figure 13 below.

Table 13. The difference between female and male students' mean scores according to their language achievements.

	Sem.	N	%	Mean	Std. dev.	M2-M1	t	p
Successful Female	1	194	59,88	2,53	,65	,04	-,1,11	,270
	2	194	59,88	2,50	,61			
Unsuccessful Female	1	130	40,12	2,57	,68	,15	3,92	,000*
	2	130	40,12	2,72	,65			
Successful Male	1	215	36,50	2,41	,61	,03	1,20	,233
	2	215	36,50	2,44	,60			
Unsuccessful Male	1	374	63,50	2,70	,74	,09	2,79	,006*
	2	374	63,50	2,79	,71			

*p< ,05

Figure 13. The difference between female and male students' mean scores according to their language achievements.



As the table and the figure above illustrate, successful students (whether female or male) experience lower levels of language anxiety ($M_1=2,53$; $M_2=2,50$ for female students and $M_1=2,41$; $M_2=2,44$ for male students). On the other hand, regardless gender factor, unsuccessful students' levels of language anxiety display relatively higher scores ($M_1=2,57$; $M_2=2,72$ for female students and $M_1=2,70$; $M_2=2,79$ for male students). Furthermore, the changes in successful students' anxiety levels are statistically insignificant at 0,05 significance level, whereas, meaningful increases in unsuccessful students' anxiety levels have been observed (0,15 points for female students and 0,09 points for male students).

In addition to findings mentioned above the study also revealed that, the language achievement ratio of female students (59,88 %) is much higher than male students (36,50 %).

As it was mentioned in the literature, a negative correlation between language anxiety and language achievement has been consistently observed. However, whenever a statistical procedure of correlation is used, it is not possible to be sure of the direction of the correlation (Horwitz, 2001). In this case, the reason for female students' being less anxious, having lower increasing scores in anxiety levels (see Table 12 and Figure

12) and having higher language achievements (see Table 13 and Figure 13) than male students may be explained either as:

(1) Female students are less anxious because they are more successful, and conversely, male students are more anxious because they are less successful, or

(2) Female students are more successful because they are less anxious, and conversely, male students are less successful because they are more anxious.

As it was stated in Chapter 2.5., this “chicken or egg” question has frequently been debated by a number of ELT researchers. The first statement above reflects the perspective of experts who suggest that language anxiety is a result of low language achievement (Ganchow and Sparks, 1996; Sparks and Ganchow, 1991; Sparks, Ganchow and Javorsky, 2000), while the second statement displays the perspective of experts who suggest that language anxiety is a cause of low language achievement (MacIntyre, 1995a, 1995b; Horwitz, 2000, 2001).

CHAPTER 5

CONCLUSION AND SUGGESTIONS

5.1. Summary and Conclusion of the Study

The purpose of this comparative study was to determine and compare the foreign language anxiety levels of English preparatory school students enrolled at Gazi University at the beginning and at the end of the academic year and to find whether there is a meaningful difference between these levels.

The research was based on comparing and contrasting the mean scores of foreign language anxiety levels of the subjects in the first and second semesters. 913 students (324 female, 589 male) enrolled at Gazi University preparatory school in the 2004-2005 academic year were chosen as the subjects of the study. The data was obtained by conducting the translated version of 33-item Foreign Language Classroom Anxiety Scale (FLCAS) prepared by Horwitz, Horwitz and Cope (1986). The employment of this questionnaire was realized on the same students in the third week of the first semester (Group 1) and in the second week prior to the end of the second semester (Group 2). The data obtained from the raw scores of the questionnaire were analysed by means of appropriate statistical methods.

In response to research questions, following results have been yielded:

Research Question 1: Is there a meaningful difference between the learners' foreign language anxiety levels at the beginning and at the end of the academic year?

A deduction can be made from this study that some levels of foreign language anxiety were experienced by students in response to aspects of foreign language learning. This study further suggests that language anxiety did not necessarily decline as students progress from first semester to second semester, but on the contrary, the anxiety levels seem to increase significantly during the second semester of language learning ($M_1=2,58/5,00$; $M_2=2,64/5,00$; $M_2-M_1=0,06$).

In this context, the findings of the present study confirm previous research (Batumlu and Erden, 2007; Casado and Dereshiwsky, 2001) which also revealed an increase in university students' language anxiety levels over a period of time.

Casado and Dereshiwsky (2001) suggest that the increase in the anxiety levels of students may derive from the complexity of grammar lessons and usage of more extensive vocabulary by instructors. As for the subjects of this research, the advancing level of English lessons and low language achievement (as it will be discussed in the following paragraphs) may also be a reason for the raise of their FLA levels.

Research Question 2: Is there a meaningful difference among the levels of the learners' foreign language anxiety sub-categories which are: (a) communication apprehension, (b) fear of negative evaluation, (c) test anxiety, and (d) language anxiety related to learners' beliefs, perceptions and feelings

(a) Communication apprehension:

In conflict with Casado and Dereshiwsky (2001) who reported a significant increase in the same type of anxiety, the analysis of the data about communication apprehension uncovered the fact that an amount of decrease emerged in the anxiety levels of learners ($M1=2,50/5,00$, $M2=2,44/5,00$; $M2-M1= -0,06$). Therefore, it can be said that in their ELT communication settings learners felt themselves more relaxed and less anxious in the second semester than they did in the first semester.

However, speaking anxiety, which is a relevant concept with this type of apprehension, exceptionally seemed to increase, but inadequately to change the general decrease. This might be explained by the suggestions that having to speak in a foreign language is an anxiety-provoking process (Philips, 1992; Price, 1991), and communication anxiety is experienced more intensely in formal situations such as speaking before an audience; accordingly less communication apprehension is experienced in more personal communication situations, such as pair work and small-group encounters (Mejias, et al., 1991).

(b) Fear of negative evaluation

A remarkable result emerged from the analysis related to the fear of negative evaluation which indicates a meaningful increase in the language anxiety levels of the subjects ($M1=2,33/5,00$; $M2=2,39/5,00$; $M2-M1=0,06$). This finding is supported by Casado and Dereshiwsky (2001) who stated the mentioned type of anxiety grew during the academic year and with Öztürk (2003) who has found that fear negative of negative evaluation is a major source of anxiety.

(c) Test anxiety

Although a slight increase emerged in the test anxiety levels of the subjects during the academic year ($M1=2,41/5,00$; $M2=2,45/5,00$; $M2-M1=0,04$), the statistical analysis provided no significant difference. This finding is also in consistence with Casado and Dereshiwsky's (2001) results which indicate that test anxiety may not differ with the experience acquired in two semesters of language learning.

(d) Language anxiety related to learners' beliefs, perceptions and feelings

The highest indicators of language anxiety and its advance during the academic year emerged when learners' beliefs, perceptions and feelings were examined ($M1=2,80/5,00$; $M2=2,96/5,00$; $M2-M1=0,16$). Thus it can be said that, compared with anxiety types mentioned above, this component of anxiety played the major role in the subjects' language anxiety. The finding is partly congruent with the finding of Casado and Dereshiwsky (2001) who also observed a slight and insignificant increase.

Research Question 3: Are two learner variables: language achievement and gender, related to the changes in the learners' foreign language anxiety levels?

(a) Language achievement

The investigation into the relationship of language achievement and foreign language anxiety revealed the fact that language achievement and the increase in language anxiety are inversely related.

The reciprocal relationship between language achievement and language anxiety has formerly been researched by many experts and consistently a negative

correlation has been reported (Aida, 1994; Argaman and Abu-Rabia, 2002; Horwitz, 1986, 2001; MacIntyre and Gardner, 1989, 1991a, 1991b, 1991c; Philips, 1992; Price, 1991; Saito and Samimy, 1996; Von Wörde, 1998; Young, 1986, 1991a).

In this context, the present study puts forward a confirming result indicating that students with insufficient language achievement and lower final grades not only experience a higher degree of language anxiety but also experience an amount of significant increase in their anxiety levels during the academic year ($M1=2,47$; $M2=2,47$; $M2-M1=0$ for successful students, and $M1=2,67$; $M2=2,78$; $M2-M1=0,11$ for unsuccessful students). However, the present descriptive present does not assert about the direction of the relationship between achievement and anxiety as bringing forward which one is either the cause or result of the other.

The mutual interaction between language achievement and language anxiety has been perhaps best defined by MacIntyre, Noels and Clement's (1997) "vicious cycle" example. According to these authors, foreign language anxiety is based on negative expectations that lead to worry which produces performance deficits. Moreover, poor performance and negative emotional reactions reinforce the expectations of anxiety and failure. Therefore, a vicious cycle is triggered, wherein the anxiety level remains high because the anxious student does not accept evidence of increasing proficiency that might reduce anxiety.

(b) Gender

As a result of the data analysis, it was found that, over the academic year, male students experienced both a higher level of language anxiety and a higher amount of increase ($n=589$; $M1=2,60$; $M2=2,67$; $M2-M1=0,07$) than female students did ($n=324$; $M1=2,55$; $M2=2,59$; $M2-M1=0,04$).

This finding is supported by previous research which proposed that male learners have higher levels of language anxiety (Cample, 1999, cited in Dalkılıç, 2001; Kitano, 2001).

On the other hand, as it was discussed in Chapter 4.3.2, when the language achievement of both sexes concerned, female students seemed to be more successful than male students. Regarding the negative correlation between language anxiety and

language achievement, this situation may be of use to explain why female students experienced less increase in their anxiety than male students did.

5.2. Pedagogical Implications

The results of this study display the fact that over an academic year period, the language anxiety levels of EFL learners in Gazi University did not decrease. On the contrary, a meaningful level of increase occurred, particularly in terms of fear of negative evaluation and language anxiety related to their beliefs, perceptions and feelings.

To foster the educational setting, it is extremely essential for language instructors to be aware of the language anxiety and its impairing influence over the language learning process. The first step to realize this aim might be attempting to determine and analyze the anxiety levels and profiles of learners in order to create a more relaxed and non-threatening classroom atmosphere.

Combining the responses given to the Foreign Language Classroom Anxiety Scale, the characteristics of a typical student in Gazi University Preparatory School can be listed as follows.

At the end of the academic year, the student:

1. feels less sure of himself when he is speaking in his foreign language class.
2. worries less often about making mistakes in language class.
3. trembles less often when he knows that he is going to be called on in language class.
4. is less frightened when he does not understand what the teacher is saying in the foreign language.
5. during language class, more often finds himself thinking about things that have nothing to do with the course.

6. more often keeps thinking that the other students are better at languages than he is.
7. is more often at ease during tests in his language class.
8. is less often in panic when he has to speak without preparation in language class.
9. understands less why some people get so upset over foreign language classes.
10. more often feels like not going to his language class.
11. feels less confident when he speaks in foreign language class.
12. is more afraid that his language teacher is ready to correct every mistake he makes.
13. feels less often that his heart pounds when he is going to be called on in language class.
14. more often feels that the more he studies for a language test, the more confused he gets.
15. feels more pressure to prepare very well for language class.
16. more often feels that the other students speak the language better than he does.
17. feels less self-conscious about speaking the foreign language in front of other students.
18. as thinking the language class moves so quickly, worries more about getting left behind.
19. feels more tense and nervous in his language class than in his other classes.
20. gets less nervous when he does not understand every word the language teacher says.
21. more often feels overwhelmed by the number of rules he has to learn to speak a foreign language.

22. is more afraid that the other students will laugh at him when he speaks the foreign language.
23. gets less nervous when the language teacher asks questions which he has not prepared in advance.

5.3. Suggestions for Further Research

This study was conducted in an EFL setting with 913 university students at the Preparatory School of Gazi University in Turkey. Therefore, the findings of this study cannot be generalized for all the foreign language students. However, applying similar studies with more subjects may be helpful in examining additional aspects of foreign language anxiety.

The literature review has displayed that, no research in Turkey was previously carried out to focus on the conversion in foreign language anxiety experienced by EFL learners during an academic year. In this context, this descriptive study can be evaluated as noteworthy, although its main concern was merely determining and comparing the subjects' language anxieties, but not identifying the sources and finding solutions to reduce them. Despite these shortcomings, it is hoped that this study may shed light on further investigations on this issue.

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APPENDIX 1**THE FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE**

1. I never feel quite sure of myself when I am speaking in my foreign language class.
2. I don't worry about making mistakes in language class.
3. I tremble when I know that I'm going to be called on in language class.
4. It frightens me when I don't understand what the teacher is saying in the foreign language.
5. It wouldn't bother me at all to take more foreign language.
6. During language class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at languages than I am.
8. I am usually at ease during tests in my language class.
9. I start to panic when I have to speak without preparation in language class.
10. I worry about the consequences of failing my foreign language class.
11. I don't understand why some people get so upset over foreign language classes.
12. In language class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in my language class.
14. I would not be nervous speaking in the foreign language with native speakers.
15. I get upset when I don't understand what the teacher is correcting.
16. Even if I am well prepared for language class, I feel anxious about it.
17. I often feel like not going to my language class.
18. I feel confident when I speak in foreign language class.

19. I am afraid that my language teacher is ready to correct every mistake I make.
20. I can feel my heart pounding when I'm going to be called on in language class.
21. The more I study for a language test, the more confused I get.
22. I don't feel pressure to prepare very well for language class.
23. I always feel that the other students speak the language better than I do.
24. I feel very self-conscious about speaking the foreign language in front of other students.
25. Language class moves so quickly I worry about getting left behind.
26. I feel more tense and nervous in my language class than in my other classes.
27. I get nervous and confused when I am speaking in my language class.
28. When I'm on my way to language class, I feel very sure and relaxed.
29. I get nervous when I don't understand every word the language teacher says.
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.
31. I am afraid that the other students will laugh at me when I speak the foreign language.
32. I would probably feel comfortable around native speakers of the foreign language.
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

APPENDIX 2

THE TURKISH VERSION OF THE FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE

ANKET

Sevgili öğrenciler ,

Aşağıdaki anket İngilizce derslerine ait duygularınız hakkında bilimsel bir araştırmaya bilgi toplamak amacı ile düzenlenmiştir. Sorulara vereceğiniz içten ve doğru cevaplar araştırmanın amacına ulaşması açısından çok önemlidir. Kimlik bilgileriniz ve sorulara vereceğiniz cevaplar kesinlikle gizli kalacaktır.

Size yöneltilen soruların her birini lütfen tek bir seçeneği işaretleyerek cevaplandırınız ve cevapsız soru bırakmayınız. Doğru ya da yanlış cevap yoktur. Cevaplarınızı, sizi ne kadar iyi tanımladığını göz önüne alarak veriniz. Nasıl olmanız gerektiğini ya da başkalarının ne yaptığını düşünerek cevaplamayınız. Anketi dikkatlice ve mümkün olduğunca çabuk cevaplayınız.

Katkılarınız ve ayırdığınız zaman için hepinize teşekkür ederim.

Ad, Soyad:.....

Sınıf/Şube:.....

Bölüm:.....

Yaş:.....

Cinsiyet: (K) (E)

Tarih:...../...../200....

1.İngilizce derslerinde konuşurken kendimden eminim.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

2.İngilizce derslerinde hata yapmaktan endişeleniyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

3.İngilizce derslerinde konuşma sırasının bana geldiğini anladığımda elim ayağım titriyor.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

4.Öğretmenin İngilizce olarak ne söylediğini anlayamamak beni korkutuyor.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

5.İngilizce ders saatlerinin artırılmasının gerekli olduğunu düşünüyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

6.İngilizce dersleri sırasında elimde olmadan dersle ilgisi olmayan şeyler düşüncesine kapılıyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

7.Diğer öğrencilerin İngilizce konusunda benden daha iyi olduklarını düşünüyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

8.İngilizce sınavlarında rahatımdır.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

9.İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığım zaman paniğe kapılıyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

10.İngilizce dersinde başarısız olmam durumunda karşılaşacağım sorunlar beni endişelendiriyor.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

11.Bazı insanların, İngilizce derslerinde niçin endişeli ve huzursuz olduklarını anlamakta zorlanıyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

12.İngilizce derslerinde bildiklerimi unutacak kadar gergin olabiliyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

13.İngilizce derslerinde gönüllü olarak cevap vermekten çekiniyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

14.Ana dili İngilizce olan insanlarla İngilizce konuşmak beni huzursuz ediyor.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

15.Öğretmenin düzelttiği hataların ne olduğunu anlamamak keyfimi kaçırıyor.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

16.İngilizce derslerinde, iyi hazırlanmış olsam bile, kaygılı oluyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

17.İngilizce derslerine girmek içimden gelmiyor.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

18.İngilizce derslerinde konuşurken kendime güveniyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

19.İngilizce öğretmeni, yaptığım her hatayı düzeltecek diye korkuyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

20.İngilizce derslerinde bana söz verildiğinde kalbimin hızla çarptığını hissediyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

21.İngilizce sınavlarına ne kadar çok çalışırsam kafam o kadar çok karışıyor.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

22.İngilizce derslerine çok iyi hazırlanmak için üzerimde bir baskı hissediyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

23.Diğer öğrencilerin İngilizce'yi benden daha iyi konuştukları duygusuna kapılıyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

24.Sınıf arkadaşlarımdan önünde İngilizce konuşmaya çekiniyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

25.İngilizce dersleri o kadar hızlı ilerliyor ki geri kalmaktan endişe ediyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

26.İngilizce derslerinde kendimi diğer derslerde olduğundan daha gergin ve huzursuz hissediyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

27.İngilizce derslerinde konuşurken heyecanlanıyorum ve kafam karışıyor.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

28.İngilizce derslerine giderken oldukça rahat ve kendimden emin oluyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

29.İngilizce öğretmenin söylediği her kelimeyi anlamazsam tedirgin oluyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

30.İngilizce konuşmak için öğrenilmesi gereken kuralların çokluğu karşısında bunaldığımı hissediyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

31.İngilizce konuştuğum zaman diğer öğrencilerin bana güleceklerinden korkuyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

32.Ana dili İngilizce olan insanlarla birlikte olursam, kendimi muhtemelen rahat hissederdim.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman

33.İngilizce öğretmeni, daha önce hazırlanmadığım sorular sorduğunda huzursuz oluyorum.

A)Hiç bir zaman B) Nadiren C) Bazen D) Çoğu zaman E) Her zaman